

DOCUMENT RESUME

ED 218 915

EC 143 199

AUTHOR Stowitschek, Carole E.
TITLE Use of a Self-Contained Teacher Training Package to Implement and Manage a Peer Tutoring Program for Behaviorally Disordered Adolescents.
PUB DATE Apr 82
NOTE 26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-A3).
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Emotional Disturbances; *Peer Teaching; Program Evaluation; *Spelling; *Teacher Role; *Tutoring

ABSTRACT

A teacher managed peer tutoring package was evaluated for its effects on the instructional performance of 12 behavior disordered adolescents. Tests of learner spelling performance revealed that learner performance on daily spelling tests increased considerably when intervention in the form of peer instruction occurred. After teachers were instructed through the self contained training package, they trained and monitored the peer tutors. Direct observations were made of peer tutor-learner interactions and of the peer tutors' recordkeeping performance. Tutors' use of the recordkeeping and graphing procedures demonstrated both substantial and consistent changes in their teaching behavior. (CL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

USE OF A SELF-CONTAINED TEACHER TRAINING PACKAGE TO
IMPLEMENT AND MANAGE A PEER TUTORING PROGRAM
FOR BEHAVIORALLY DISORDERED ADOLESCENTS

Carole E. Stowitschek

Utah State University
Logan, Utah

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Carole
Stowitschek

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED218915

EC 143199

Paper presented at the Annual International Convention of the
Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982)

TABLE OF CONTENTS

	Page
ABSTRACT	iii
USE OF A SELF-CONTAINED TEACHER TRAINING PACKAGE TO IMPLEMENT AND MANAGE A PEER TUTORING PROGRAM FOR BEHAVIORALLY DISORDERED ADOLESCENTS	1
METHOD	3
Behavioral Measures and Data Collection Systems	4
Teacher-Training Package	6
Experimental Design	8
RESULTS	9
Reliability	9
Peer Tutor Modeling and Learner Spelling Results	10
Peer Teacher Use of Records and Graphs	13
DISCUSSION	17
REFERENCES	20

ABSTRACT

This study was a formative evaluation of a peer tutoring package. The purpose was to investigate the effects of a teacher managed peer tutoring package on the instructional performance of behavior disordered adolescents and subsequent effects on the performance of their learners. Generative effects of the peer tutoring procedure were observed in successive peer tutor-learner dyads not directly trained by teachers. This study used an across subject multiple baseline design to study peer instructional behavior during daily training sessions and concomitant learner spelling performance. Results showed that learner performance on daily spelling tests increased considerably when intervention in the form of peer instruction occurred. Peer use of the instructional strategy varied greatly but all peer tutors consistently used the recordkeeping and graphing strategies as presented in the peer tutoring package.

USE OF A SELF-CONTAINED TEACHER TRAINING PACKAGE TO
IMPLEMENT AND MANAGE A PEER TUTORING PROGRAM
FOR BEHAVIORALLY DISORDERED ADOLESCENTS

The use of pupils as effective agents of instruction has been well documented in the literature (Devin-Sheehan, Feldman, & Allen, 1976). Research evidence also substantiates benefits to children serving as both tutor and the recipient of tutoring (Allen & Feldman, 1974; Chiang, Thorpe, & Darch, 1980; Cloward, 1967; Erickson & Cromack, 1972; Gardiner, 1973; Hassinger & Via, 1969; Howell & Kaplan, 1978; Niedermeyer & Ellis, 1971; Robertson, 1972; Rogers, 1970). Handicapped children, including those with behavior disorders, have successfully served in both tutor and tutee roles.

In most peer tutoring studies reported in the literature, the experimenter's directly trained and monitored the tutoring programs (Parson & Heward, 1979; Harrison, 1976; Niedermeyer, 1970). Klaus (1975) surveyed 13 major pupil-mediated programs and identified only one program in which the classroom teacher was the principal manager. To date, the classroom teacher as a primary implementor of a peer tutoring program appears to have been ignored.

Several educators have recognized the need to explore efficient alternatives in the use of peer tutors. The Madras System espoused by Thiagarajan (1973) uses the unique generative approach of training peer tutors via observation of the peer tutoring techniques of other students. Each student first is taught the content by a classmate, teaches the content to another student, and finally tests the content mastery of other students. Brown (1971), Starlin (1971), and Whalen and Henker (1971) also present

generative models in which students are used as tutors and as trainers of other students who, in turn, tutor others. Although lacking in experimental control, the clinical works of Brown and Starlin report the success of peers as both tutors and trainers.

Another concern which has not been reflected in the literature centers around the consistency of the training required to prepare a peer tutor. Numerous authors (Harrison, 1976; Lippitt, 1976; Melaragno, 1977; Niedermeyer, 1976) state the opinion that the training received by the tutor is one variable critically important to the success of peer tutoring systems. This opinion is well documented by investigations in which structured peer tutoring systems were found to be more successful than less structured procedures where the tutors were not systematically trained (Harrison, 1976; Melaragno, 1977; Niedermeyer, 1976). Although researchers have presented a variety of paradigms for systematically training peer tutors (Harrison, 1969; Ellson, Harris, & Barber, 1968; Niedermeyer, 1970), few have assessed whether: (a) peer tutors consistently use a teaching strategy, (b) whether use of a particular strategy contributes directly to peers' effectiveness as tutors, and (c) whether an economy in training or management can be achieved through the use of a given strategy.

The study herein described adds to the current body of literature in several areas. Initially a peer-tutor training package implemented by teachers of behavior disordered adolescents is explored by monitoring peer tutor performance and learner spelling performance. Both directly trained peer tutors and peer tutors who learned the procedure by observing their peers were studied. Improved learner performance in spelling was the criterion for successful use of peer tutoring strategies.

METHOD

Subjects

Three teacher-counselors and 12 students served as subjects in the study. The three teacher-counselors were voluntary subjects employed at the psychiatric facility. Each teacher-counselor directed four student subjects arranged in three tutor-learner dyads.

The twelve student subjects selected for the study ranged in age from 14 years, 6 months to 17 years, 6 months. The mean age was 16 years, 5 months at the beginning of the study. Student participants were from mixed socioeconomic and racial backgrounds. Six males and six females participated.

All student subjects were selected on the basis of: (a) regularity of classroom attendance, (b) a projected three month or longer enrollment, (c) functional spelling performance at least two years below grade level, (d) a stated interest in learning to tutor, and (e) willingness to participate in the study indicated by a signed consent letter.

Setting

This study was conducted at Crockett Academy, a state psychiatric hospital for adolescents with severe behavior disorders within the Tennessee Department of Mental Health and Mental Retardation. Training sessions were conducted daily during regular school hours in a room adjacent to the classroom.

Organization of Tutor-Learner Dyads

After the students were selected for the study, they were arranged into three peer tutor-learner dyads. Each teacher was responsible for the

management of three dyads. These dyads were arranged so that the learner in dyad one was the peer tutor in the second dyad and the learner of the second dyad was the peer tutor in the last dyad. The three students with the highest academic functioning levels were selected to be initial peer tutors directly trained by a teacher. The remaining dyads were arranged according to teacher knowledge of compatible student personalities.

Each dyad was assigned to a 15 minute daily tutoring session. Each session was organized into 5 minutes of preliminary activities, 5 minutes for the training session, and 5 minutes for graphing and recordkeeping activities. The room was furnished with chairs and a table situated so the peer tutor and learner could face each other and use the materials on an adjoining table. A desk top carrel, containing stimulus card pockets, recording charts, and graphs was made available to the subjects throughout all phases of the study.

Behavioral Measures and Data Collection Systems

The data collected in the study consisted of three measurement systems: 1) tests of learner spelling performance, 2) direct observation of peer tutor-learner instructional interactions, and 3) direct observation of peer tutor recordkeeping and graphing. These data were collected daily for each peer tutor-learner dyad. Prior to each training session a 25 item spelling test was given to each learner. Next, the training sessions were conducted with the peer tutor-learner subjects facing each other. The observation centered on the peer tutor behavior, with a complete record of the total interaction recorded each day. Following each session an observer verified and recorded the peer tutor's use of the recordkeeping and graphing systems.

Learner Spelling Performance

Spelling tests were conducted daily preceding the peer tutoring sessions. Each learner had an individually composed predetermined 50 word item pool chosen through the use of an oral pretest. The 25 item daily spelling tests were administered by a data collector who required an oral learner response. Words spelled correctly or incorrectly were recorded and percent correct data was calculated and transferred to a summary sheet.

Reliability checks were collected and computed at random times (at least 20 percent of the sessions) throughout the study. Reliability coefficients were calculated using the following formula:

$$\text{Reliability} = \frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100$$

Agreement occurred when both data collectors concurrently recorded a response correct or incorrect.

Peer Tutor-Learner Instructional Sequence

The second source of data was an observational record of the daily five minute peer tutor-learner instructional sessions. Both peer tutor and learner responses were recorded with primary emphasis being placed on the tutor behavior. The interaction was recorded in sequence beginning with a peer tutor request to spell a word and continuing until the peer tutor selected another word card. Responses regarding each word were relegated to one cell of the data sheet.

Following the training sessions the experimenter reviewed the recorded instructional sequence for each cell and scored the cell as correct or incorrect. Since the teacher training package called for specific responses by the peer tutor it was possible to a priori define a correct sequence of

instruction. Percent of correct cells was computed and graphed for each peer tutor.

Reliability checks were collected on both the tutor-learner instructional session and the subsequent scoring of correct or error cells throughout the study. Coefficients were calculated using the same formula used to compute reliability coefficients of spelling tests. Agreement for data collectors scoring the tutor-learner instructional sequence occurred when they simultaneously recorded the same sequence of events. During subsequent scoring of correct and error cells agreement occurred when both data collectors recorded each cell as either correct or error.

Observations of Peer Teacher Records and Graphs

The third source of data consisted of each peer tutor's recordkeeping and graphing procedures.

A data collector visually inspected each peer tutor's daily recordkeeping and graphing procedures. The data collector recorded whether or not the peer tutor kept learner performance records and/or graphs as well as a verification of the accuracy of these records. A peer tutor could be assigned a total of four points per day by correctly recording and graphing student performance each day. These points were converted to daily percent of correct recordkeeping and graphing behaviors for each peer tutor during each major phase of the study.

Teacher-Training Package

Three distinct phases of preparation and training were necessary to implement the peer tutoring package: 1) The instruction of the teacher via the self-contained training package, 2) Training of the peer tutor by the teacher, and 3) The teacher management of peer teachers following training.

Training the Teacher

The first phase included the presentation of a self-contained teacher training package to each teacher. The teacher independently read and prepared to train the student tutor. No data were collected here because the training module is intended to be a self-contained entity with only the effects of the package being observed.

Training the Tutor

In the second phase the teacher met with the student tutor. The teacher began by training the student in the use of the tutoring materials, recordkeeping system and graphing system. Next, using a role playing format, the teacher demonstrated the tutoring procedure to the student. Finally the roles were reversed so the teacher portrayed the learner with the student assuming the tutoring role. The role playing interaction was continued with the student tutor until the teacher judged the tutor to be proficient in the use of the tutoring strategy and the recording systems. No data were collected in this phase.

Managing the Tutor

In the third phase the teacher faded back to the role of manager while the peer tutor and learner engaged in the tutoring sessions. The teacher offered guidance and gave directions whenever it was necessary to correct the peer tutor's use of the teaching strategy or the recordkeeping system. Finally, the teacher faded his/her assistance until only occasional checks (usually once or twice a week) of the peer tutor's performance were needed.

The variable of experimentally induced behavior change causing behavior changes across all subjects must be carefully regarded in multiple baseline designs. This study attempted to control for this effect by

independent intervention with each teacher coupled with a verbal caution to each teacher entering intervention not to discuss any part of the study with other teachers until the study's completion.

Experimental Design

The research design used to determine the effects of the tutoring strategy on learner spelling performance was a multiple baseline design across the initial dyads (Level I) assigned to the three teachers (Baer, Wolf, & Risley, 1968). A teaching baseline was instigated to assess tutoring performance prior to and following administration of the peer tutoring package. The second and third dyads (Levels II and III) were also given training if the peer tutor did not use the tactics as the package indicated (i.e., modeling their peer tutor's instruction procedures).

Phase 1 (Baseline Teaching) began with the peer tutor-learner dyads of all three teachers tutoring simultaneously in baseline. Peer tutors were given no training but were told to "help 'Johnny' with the spelling words written on these cards." Criteria for phase shifts was lack of change in learner spelling acquisition.

Phase 2 (Intervention I) began with Teacher 1 when all subjects had established consistent spelling scores on the oral tests. Treatment consisted of the administration of the peer tutoring package. Learners remained in intervention until a spelling achievement level of 90 percent correct or higher, averaged across three days, was obtained on the total 50 words assigned to each learner. Teachers 2 and 3 and their respective tutor-learner dyads remained in the baseline teaching phase until the learner in Teacher 1's first dyad demonstrated stable spelling performance during

intervention. Teacher 2 moved into the intervention phase at that time with Teacher 3 remaining in the baseline teaching phase until the learner in Teacher 2's initial dyad achieved stable spelling performance at which time Teacher 3 also moved into the intervention phase.

Phase 3 (Intervention II) was initiated only when learner spelling performance was not improving (Levels II and III for Teacher 1). This phase consisted of the teacher requesting that the peer tutor train his/her learner in the use of the tutoring procedure. The only directions given to the students training peers to tutor were "teach 'Johnny' to use the materials like I taught you."

Phase 4 (Follow-up) began after learners demonstrated mastery of their spelling words. Follow-up consisted of weekly tests of each learner's spelling ability recorded as percent correct. No tutoring occurred during this phase.

RESULTS

Reliability

Interrater reliability coefficients were collected and computed in three areas: (1) the peer tutor-learner instructional interactions, (2) peer tutor use of the tutorial strategies, and (3) learner spelling performance. Interrater reliability coefficients were collected on a minimum of 20 percent of all experimental phases. Results of the reliability computation concerning peer tutor-learner instructional interactions ranged from 71 to 100 percent across all levels of dyads. Reliability coefficients on peer tutors' use of the tutorial strategy ranged from 87 to 100 percent across all levels of peer tutors. Interrater agreement ranged from 80 to 100

percent across the spelling performance of all learners.

Peer Tutor Modeling and Learner Spelling Results

Level I

Figure 1 represents the percentage of correct peer tutoring responses (correct use of complete response-dependent modeling procedure) and the results of daily spelling tests for the three Level I dyads. It is evident from Figure 1 that the peer tutors increased their use of the response-dependent modeling procedure after direct instruction from teachers who were exposed to a self instructional peer tutoring package. It would also appear that the learners performed at a substantially higher percent of correct spelling after intervention culminating in mastery of the spelling words for two of the three learners.

Also, some gradual but variable improvement in the spelling performance of the dyad 1 learners for Teachers 2 and 3 during the baseline teaching phase was observed.

Follow-up results show that spelling performance maintained at levels higher than the teaching baseline levels across five and ten weeks of testing.

Level II

The data presented in Figure 2 represent peer tutor use of a response-dependent modeling instructional procedure not directly trained by a teacher. Level II peer tutors acquired the strategy by observing the instructional techniques of their peer tutors. Peer tutors increased their use of the instructional strategy after intervention with only one tutor (Angie) requiring direct training by another peer tutor (John) to achieve correct

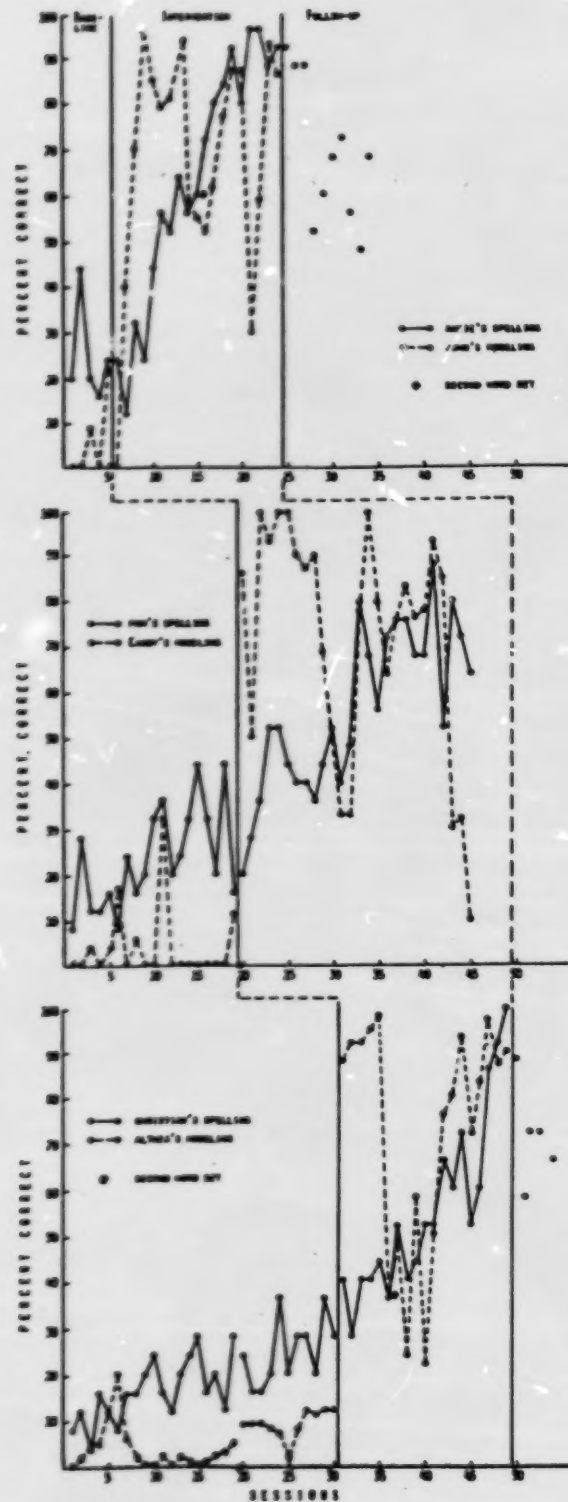


Figure 1. Percentage of correct peer tutor modeling responses and learner spelling responses: Level I.

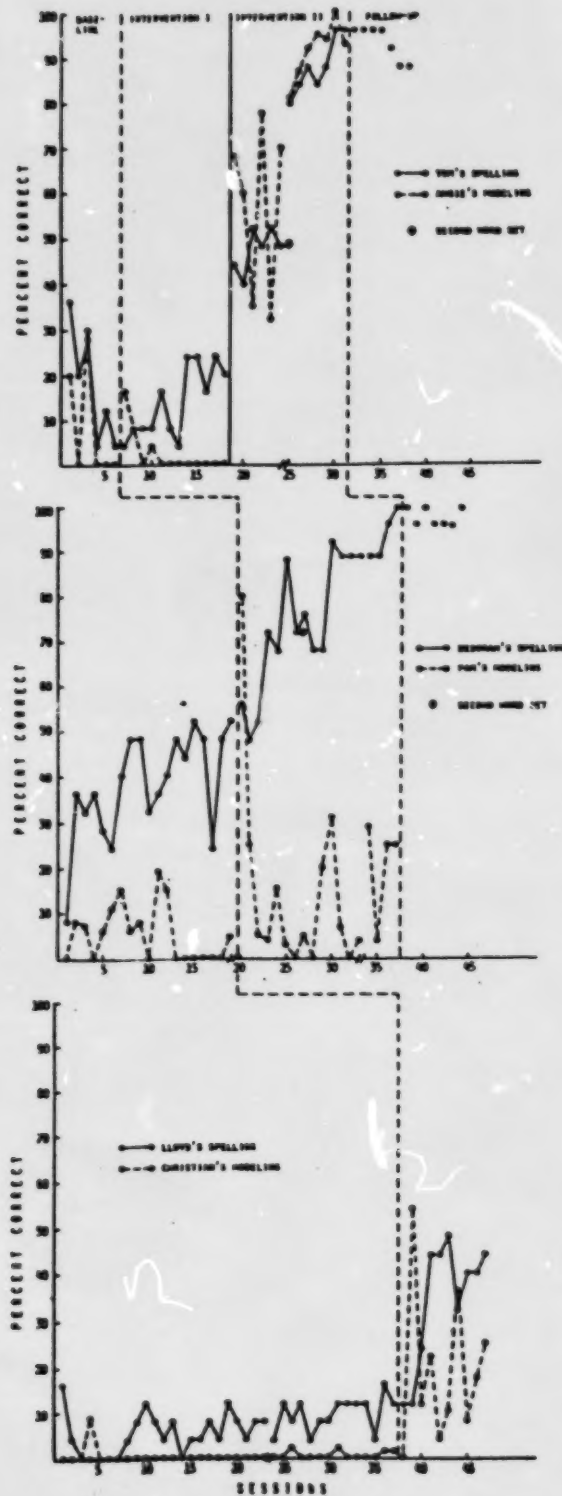


Figure 2. Percentage of correct peer tutor modeling responses and learner spelling responses: Level II.

use of the strategy. Learners also appeared to perform at substantially higher percent correct spelling scores after intervention culminating in spelling word set mastery for all learners completing the study. Some gradual, but variable, improvement in Deborah's spelling performance was observed during the teaching baseline.

In Follow-up, spelling performance maintained at levels of at least 85 percent correct across seven weeks.

Level III

The data presented in this section represent Level III peer tutor's use of a response-dependent modeling strategy and subsequent learner spelling performance. The strategy is not taught to the peer tutor via direct teacher intervention but is learned through observation of the Level II peer teacher's performance. Figure 3 illustrates Level II peer teacher's percent of correct use of the strategy during their training sessions and learner spelling test results.

Figure 3 shows an evident increase in peer tutors' use of the response-dependent modeling strategy following intervention for the second and third dyads. The first peer tutor required a second intervention during training supplied by a peer tutor from Level II (Angie). It is also apparent that the learners performed at a substantially higher percent of correct spelling after intervention with criterion spelling levels achieved by all Level III learners.

Peer Teacher Use of Records and Graphs

Results of the peer tutor's recordkeeping and graphing efforts are shown in Table 1. This strategy was a part of the peer tutoring program

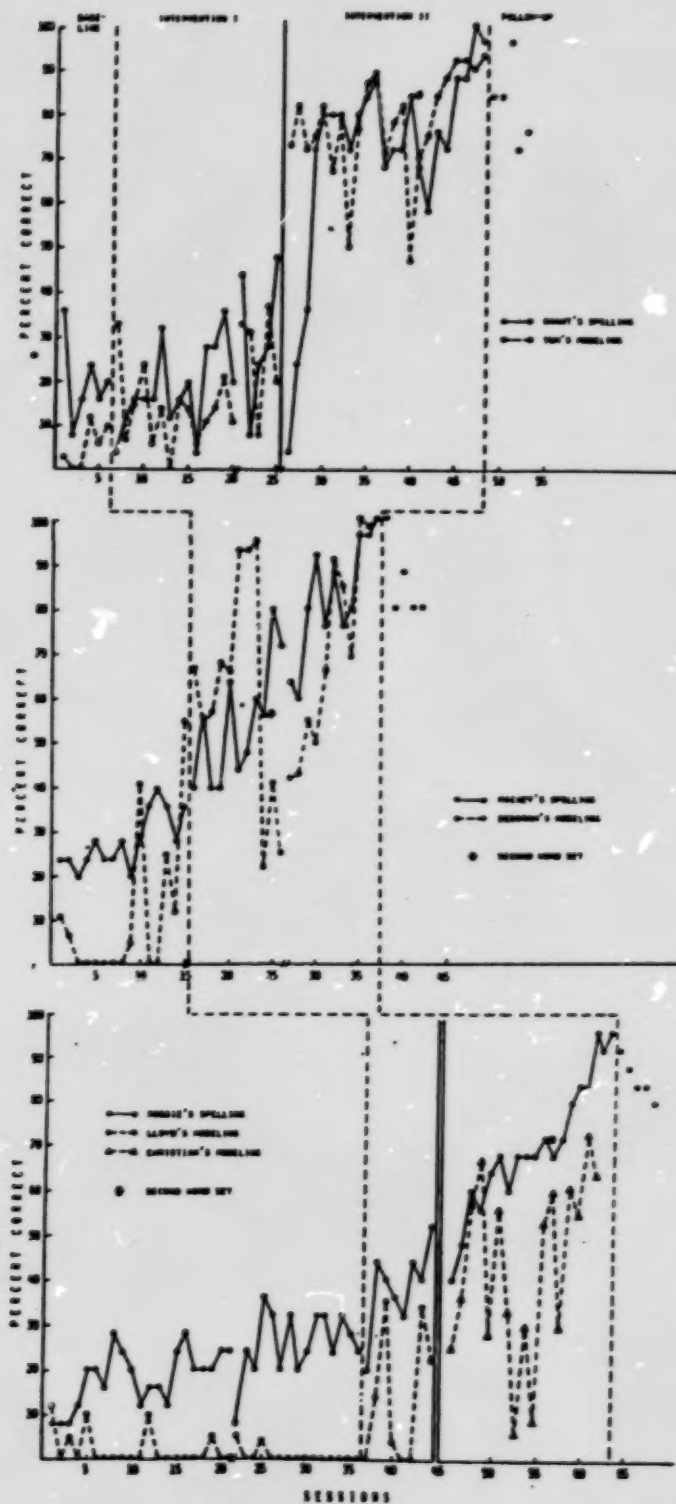


Figure 3. Percentage of correct peer tutor modeling responses and learner spelling responses: Level III.

Table 1

Peer Tutor Recordkeeping and Graphing:
Mean Percent of Correct Use by Phases

	Peer Tutor	Baseline	Intervention I	Intervention II
Level I	John	0	95	--
	Candy	0	100	--
	Althea	0	100	--
Level II	Angie	0	70	96
	Pam	0	94	--
	Christian	0	80	--
Level III	Tom	0	30	100
	Deborah	0	100	--
	Lloyd	0	88	--
	Christian	--	--	100*

*Reconstituted dyad
(Christian replaced Lloyd)

directly taught to Level I peer tutors at the beginning of the intervention. Levels II and III peer tutors were not directly taught by teachers but were expected to acquire the strategy by observing their peer tutors.

Level I Peer Tutors

During the teaching baseline all three Level I peer tutors had a complete absence of any use of records and graphs, even though the material was made available. After intervention John used the specified strategy with 95 percent correct use of records and graphing. Candy and Althea used the graphing-recordkeeping strategy with 100 percent correctness (i.e., they correctly demonstrated all four of the trained procedures). These results constituted a nearly perfect ability to record and graph with only initial direct instruction by the teacher.

Level II Peer Tutors

During the teaching baseline all Level II peer tutors showed a complete lack of use of either recording or graphing procedures (see Table 1). Although no direct training occurred, the peer tutors rapidly learned to employ the procedures as specified in the training program following intervention. Angie had 70 percent correct use of the procedures in Intervention I. Following direct training in the procedures, her use of the procedure improved to 96 percent correct. Pam used the procedure correctly during 94 percent of the sessions, while Christian used the procedure with 80 percent correct use.

Level III Peer Tutors

During the teaching baseline all three Level III peer tutors had a complete absence of any use of records and graphs (see Table 1). Following

2 intervention, Tom used the specified graphing and recording conventions at a level of 30 percent correct. He received additional training and his subsequent performance improved to 100 percent correct use of the procedure. Deborah used the strategy with 100 percent correctness while Lloyd's performance was 88 percent correct use of the procedure.

DISCUSSION

This study assessed the effects of a peer tutoring package, administered by teachers, on: (a) the tutoring behaviors of peer tutors directly trained (Level I) by their teachers as well as peer tutors (Levels II and III) who observed their peers while tutoring, (b) the recordkeeping and graphing performance of peer tutors (Level I) directly trained by teachers as well as peer tutors (Levels II and III) who observed their peers and (c) the spelling performance of subjects tutored by their peers.

Tutoring Performance

The tutoring behaviors of peers in the teaching baseline phase occurred as expected. Some tutors required extensive repetition for each spelling word presented, while others presented words rapidly, providing no feedback as to the correctness of the response. Several of the tutors used negative comments during the teaching baseline phase. Occurrences of correct use of the identified modeling strategy during this phase were rare.

Following intervention all tutors directly trained by the teachers dramatically increased their correct use of the strategy but remained highly variable throughout this phase. Four of the six tutors, not directly trained by the teacher, increased their use of the tutoring strategy. However, increases among these four tutors were moderate. The remaining two tutors, not directly trained by the teacher, required a

second intervention on the part of their Level I peer tutor. Following Intervention II, both tutors increased their correct use of the tutoring strategy. During the later phases of the study, one Level III tutor left the facility and it was necessary to replace him with a Level II tutor.

A consistent pattern of tutoring errors was noted across all three levels of tutors. When errors in tutoring did occur, they were primarily related to a tutor's subsequent response to an incorrect spelling.

Recordkeeping and Graphing

Tutors at all levels substantially increased their correct use of the recordkeeping and graphing procedures with the exception of one tutor in Level III. There was little variability in their use of the recordkeeping and graphing procedures.

Spelling Performance

Since the baseline condition consisted of a teaching baseline, it was expected that some improvement may occur as a result of the tutors intervening with the learners. Slight increases were evident in five of the nine learners during baseline. However, a shift in the rate of improvement following baseline was evident with all of the nine learners. Spelling performance during intervention remained somewhat variable for some subjects. It should be noted that these subjects were often unavailable for several days, either due to absences or to corrective measures by staff members following inappropriate behavior occurring in settings other than that in which the study was conducted.

Summary

Consistent increases were observed in the spelling performance of subjects participating in the study which corresponded to the administration

of the peer tutoring package. These increases are considered substantial considering the rigor imposed by a teaching baseline and the restrictions to research which often occur in a program for severely behavioried adolescents.

It is not certain exactly how proficient the tutor need be in the use of the response-dependent modeling strategy, however, some improvement over that which was evident in the teaching baseline was necessary. Tutors' use of the recordkeeping and graphing procedures demonstrated both substantial and consistent changes in their teaching behavior. Future research may bear out a suspicion that a high correspondence exists between successful tutoring and accurate graphing and recordkeeping.

A generative effect was observed across tutor-learner dyads, both in tutors' use of modeling, recordkeeping, and graphing strategies, as well as in subsequent increases in spelling performance of learners. Although a second intervention conducted by two of the three Level I tutors was necessary, at no time did the teachers have to directly intervene on the Level II and III dyads.

Although this study demonstrates that the direct training of a peer tutor can generate successful peer tutoring in others, important questions regarding efficient and economic use of generative training in peer tutors remain to be answered. Questions of particular interest pertain to competencies required of the teacher doing the training, practical methods of managing on-going peer tutoring and the effects on the overall education program of initiating peer tutoring with handicapped children.

REFERENCES

- Allen, V. L., & Feldman, R. S. Learning through tutoring: Low achieving children as tutors. Journal of Experimental Education, 1974, 42, 1-5.
- Baer, D. M., Wolf, M. M., & Risley, T. R. Some current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 1968, 1, 91-97.
- Brown, L., Fenrick, N., & Klemme, H. Trainable pupils learn to teach each other. Teaching Exceptional Children, 1971, 4(1), 18-24.
- Chiang, B., Thorpe, H. W., & Darch, C. B. The effects of peer tutoring on word recognition performance of learning disabled students. University of Wisconsin, Unpublished manuscript, 1980.
- Cloward, R. Studies in tutoring. Journal of Experimental Education, 1967, 36, 14-25.
- Ellison, D. G., Harris, R., & Barber, L. A field-test of programmed and direct tutoring. Reading Research Quarterly, 1968, 3, 307-367.
- Erickson, M. R., & Cromack, T. Evaluating a tutoring program. Journal of Experimental Education, 1972, 41, 27-31.
- Gardiner, W. E. The effects of intergrade tutoring with group guidance activities on the reading achievement, self concept, attitudes toward school and behavior of third and fourth grade tutors and of the reading achievement and behavior of first and second grade tutees. Dissertation Abstracts, 1973, 34, 3058A.
- Harrison, G. V. Structured tutoring: Antidote for low achievement. In V. L. Allen (Ed.), Children as teachers. New York: Academic Press, 1976.
- Harrison, G. V. The effects of professional and nonprofessional trainers using prescribed training procedures on the performance of upper-grade elementary school tutors. Unpublished doctoral dissertation, University of California at Los Angeles, 1969.
- Hassinger, J., & Via, M. How much does a tutor learn through reading. Journal of Secondary Education, 1969, 44, 42-44.
- Howell, K. W., & Kaplan, J. C. Monitoring peer tutor behavior. Exceptional Children, 1978, 45, 135-137.
- Klaus, D. J. Patterns of peer tutoring: Final report. National Institute of Education, Report No. AIR-47000-2-75-FR, Washington, D.C., 1975.

- Lippitt, P. Learning through cross-age helping: Why and how. In V. L. Allen (Ed.), Children as teachers. New York: Academic Press, 1976.
- Melaragno, R. J. Pupil tutoring: Directions for the future. The Elementary School Journal, 1977, 77, 384-387.
- Niedermeyer, F. C. A model for the development or selection of school-based tutorial systems. In V. L. Allen (Ed.), Children as teachers. New York: Academic Press, 1976.
- Niedermeyer, F. C. Effects of training on the instructional behaviors of student tutors. Journal of Educational Research, 1970, 64, 119-123.
- Niedermeyer, F. C., & Ellis, P. Remedial reading instruction by trained pupil tutors. Elementary School Journal, 1971, 71, 400-405.
- Parson, L. R., & Heward, W. L. Training peers to tutor: Evaluation of a tutor training package for primary learning disabled students. Journal of Applied Behavior Analysis, 1979, 12, 309-310.
- Robertson, D. J. Intergrade teaching: Children learn from children. In S. L. Sevasta and C. J. Wallen (Eds.), The first R: Readings on teaching reading. Chicago: Science Research Association, 1972.
- Rogers, M. S. A study of an experimental tutorial readings program in which sixth-grade underachievers tutored third-grade children who were experiencing difficulty in reading. Dissertation Abstracts International, 1970, 30, 4695A.
- Starlin, C. Peers and precision. Teaching Exceptional Children, 1971, 3, 129-132, 137-140.
- Thiagarajan, S. Madras system revisited: A new structure for peer tutoring. Educational Technology, 1973, 13, 10-13.
- Whalen, C. K., & Henker, B. A. Pyramid therapy in a hospital for the retarded: Methods, program evaluation, and long-term effects. American Journal of Mental Deficiency, 1971, 75, 414-434.